

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Bachelor in communication and digital media 1 sem: Media, Technology, Society (3 classes introducing to social theory, and perspectives on technology) and examination 1 sem: philosophy of science (3 classes introducing to philosophy of science and hermeneutics) 1 sem: project supervision and internal censoring 2 sem: positioning theory (4 lectures: introduction to position, speech and other acts and narratives) 2 sem: project supervision 4 sem: digital media and everyday (2 lectures on technology and everyday) 4 sem: The individual and perspectives on the individual (2 lectures on identity and the notion of person, and identity and positioning theory) 4 sem: project supervision 5 sem: Culture and Values, (1 lecture on post-phenomenology, 2017) 6 sem: philosophy of science (2 lectures reiterating different philosophy of science perspectives) 6 sem: Digital media potential (1 lecture on HCI classical and modern) 6 sem: BA-project supervision Master in interactive digital media and experience design 7 sem: frames for understanding digital media (2 lectures on computational thinking and computation and aesthetics) 7 sem: philosophy of science 7 sem: experience economy, aesthetics and experience technologies (2 lectures on experience and understanding technology) 8 sem: philosophy of science (2 lectures on pragmatism) 8 sem: project supervision 9 sem: interactive digital media in practice (project supervision) 10 sem: MA-project supervision Master in Communication 8 sem: Aesthetics in Use (2 lectures on aesthetics of nature, 2017-2019) Bachelor in Art and Technology 1 sem: Perception (4 classes introducing to historical issues in perception and art) 2 sem: Perception (4 classes introducing to contemporary issues in perception and art) 6 sem: Artistic and scientific methodology (4 classes on organizing artistic research projects) 6 sem: Elective module, Play and Event (6 classes on events and critical design) 6 sem: Supervision of bachelorprojects Bachelor in Psychology 1 sem: Seminars (4), projectsupervision and exam in PBL 1 sem: Lectures (1) and Seminars (10), and exam in Socialpsychology with Social Theory 5 sem: Pedagogical Psychology, (1 lecture on digital culture) Master in Psychology 7 sem: Cultural Psychology (1 lecture introducing to Positioning Theory) 8 sem: Advanced Psychology in use (2 lectures on positioning theory and 4E cognition) 9 sem: Theory, practice and scientific method: internal examiner 10 sem: Supervision of master projects

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Master in Experience design, coordinator on 7 sem. Participation in revision of study-regulations for Interactive Digital Media and Experience Design (2019) Member of study board, Art and Technology (2019-2020) Member of management Centre for Cultural Psychology (2020 -) Member of institute board (2020-2024)

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Course in pedagogics as part of being assistant professor Participation and presentation in Day of Learning

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

Course on Research Management (2021) Research: Christensen, Bo A. (2023) On Digital Bildung: Raising a Critical Awareness of Digital Matters. In *Studies in Philosophy and Education*. Christensen, B. A., Vistisen, P., & Jensen, T. (2021). Almost Risking It All: Non-calculable Risk-taking and Design Education. *CUBIC Journal*, (4), 20-31. <https://doi.org/10.31182/cubic.2021.4.035> Christensen, B. A. (2020). *Computational Thinking*. Aalborg university Press Editorship: Bo Allesøe Christensen, Luk Van Langenhove, Fathali Moghaddam (2021). Special Issue: Revisiting Rom Harré, *Journal of The Theory of Social Behaviour*, 51(2) Christensen, B. A., Wagoner, B., & Demuth, C. (red.) (2021). *Culture as Process: A Tribute to Jaan Valsiner*. Springer Nature. <https://doi.org/10.1007/978-3-030-77892-7> Christensen, B. A. (red.) (2019). *The Second Cognitive Revolution. A Tribute to Rom Harré*. Springer. *Theory and History in the Human and Social Sciences (THHSS)* Bind 4 Nr. 4 <https://doi.org/10.1007/978-3-030-26680-6>

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

Co-developed elective moduls on: Digital Recognition (MA in interactive digital media 2017-2019) Visual Culture (MA in Interactive digital Culture 2018-2019) Play and Event (Art and Technology 2019 -) Psychology of Religion (MA in Psychology, 2024)

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

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7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

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8. Andet.

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